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ABSTRACT

This paper relies on documentary analysis available from primary and secondary data to identify policies that were put in place to arrest the shift of the Tanzanian educational system during the last decade of the 20th century from "Education for Self Reliance" to "Education and Training Policy"; to pick one policy and develop a discussion about how an issue was implemented in the educational system and in the larger system; and briefly to argue for the political and educational contexts of the policy and to examine the implementation issues. It also makes recommendations for further research to help Tanzanian education in the 21st century. Includes a definition of terms. (Contains 6 notes, 2 tables, 1 diagram, 3 figures, and 21 references.) (BT)

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The Education Policy Analysis in the last decade of the 20th Century in a third world country with reference to Tanzania (1990-2000)

The shift away from "Education for Self- Reliance"

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Definitions of terms

Affirmative action	a loose term for various policies to give some group, primarily African American and women, an extra boost in distributive decisions.
Decentralization	the transfer of decision-making authority of planning, management and use of resources from higher levels of government (central authorities) to outer or tiers such as provinces. (Corrales, 1999, p12).
Efficient	getting the most output from a given input.
Equality	distribution of certain crucial resources
Equity	treating likes alike
Paradox	a phenomenon of something being two different things at the same time (Stone, 1998, p1)
Policy	Haddad (1995, pp9-10) defines policy as a representation of decisions that are designed to guide (including to constraint) future decisions or to initiate guide to implementation of previous decisions.
Policy planning process	involves the following steps (Haddad, 1995, p23): Analysis of the existing situation; the generation of the policy options;❸evaluation of policy options;❹making the policy options;❺planning of policy implementations; policy impact assessment; and subsequent policy cycles.
Political reasoning	is by metaphor and analogy and it is trying to get others to see a situation as one thing rather than another. (Stone, 1998, p9)

Political science		is the study of "who gets, when and how."
Public policy.		Peters (1999, p4) defines public policy as a sum of government activities, whether pursued directly or through agents, as those activities have an influence on the lives of citizens.
Security	⇨	satisfaction of minimum human needs
Synecdoche		a figure of speech in which a whole is represented by one of its part.

The Educational Policy Analysis in the last decade of the 20th Century in a third world country with reference to Tanzania (1990 – 2000): The shift from Education for Self Reliance to Education and Training with a focus on teachers

Introduction

The paper will rely on documentary analysis that will be available from both primary and secondary data. By making use of a few diagrams and tables, and given the limitation of time and space, the paper seeks:

* To identify policies that were put in place to arrest the declining trend of the educational system during the last decade of the 20th Century in Tanzania towards the shift from "Education for Self Reliance" to "Education and Training Policy."

* To pick one policy and develop a discussion as to how an issue was implemented in the educational system and in the larger system. and to:

1. briefly argue for the political context of the policy.
2. briefly argue for educational context and examine the implementation issues

* make recommendations or further research that will spearhead Tanzania in the 21st century.

a) The background statement of the paper

In 1990, it was the time when Tanzania started to lose fame in the world arena. It was a country that was leading in having the highest literacy rate (90%) in Africa. It was also having a sound policy, "Education for Self-Reliance" and this policy appeared to have a different emphasis by the new leadership in power. It was also the period when the Late Mwalimu[1] Julius Nyerere was no longer in control of the policies he had put in place when he was the President of the

United Republic of Tanzania. He had relinquished power through a democratic process of his choice being among the first Presidents[2] in Africa to do so. It can be noted that it was his charismatic leadership that made Tanzania what it was famed for. Given also the fact that Tanzania was known to have maintained the Headquarters of nearly the majority of the liberation movements in the world, it was also the time when this role was diminishing as most of the countries had got their independence. This means that Tanzania was now focusing more on domestic issues, though the Burundi and Rwanda crises took some of Tanzania's time to handle and affected the timing of implementing the policies in time at the end of the decade.

All the facts point to Tanzania being on the decline. The educational system that had been free was now hitting hard on the farmer and the tax payer for fees were to be paid and new policies were developed to cope with the crisis. It was also during this decade that international pressure, IMF and the WB had put demands and conditionalities for making the economy of the country to be liberalized and have a free economy. It was also the time when multi-party democracies were taking root in a country that had experienced one party rule of socialism for the past 30 years. In short, in the world map, Tanzania was no longer offering heroic social developments (Mwapachu, 1998 p.xv) to be exemplary to the rest of the third world, a privilege the country had enjoyed during the reign of Mwalimu Nyerere.

b) **The policies in the decade, 1900 -2000**

Since independence, Tanzania has developed policies directed at the development of the people. The Government's priority was towards the rural population, as that is where the majority are, in providing the basic services. Such services included health, education, and safe and clean water as promulgated by MCDWAC(1996, p. 1).

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[1] Mwalimu Julius Kambarage Nyerere was the first President of the United Republic of Tanzania from 1961 – 1985

[2] Presidents in Africa have tended to be in power till the last days of their lives, and Mwalimu was the example in Africa to leave power and live in his own village, which is Butiama around the biggest lake in Africa, Lake Victoria.

In this scenario, Corrales (1999, p. 3) argued that in the 1990s education reforms emerged as a top priority political issue in both developed and developing countries. Each nation was thinking by improving the quality of education, it would be able to have the upper hand of the international competitive economic power as well as having sustainable domestic development. In view of this school of thought, Tanzania[3] could no longer see education as a social obligation for the proletariat and the peasantry, rather as a catalyst for development, a very bitter pill indeed to swallow as she was experimenting on the philosophy of Socialism and Self Reliance which was a strong unshakable strong hold. Given the ensuing scenario, Corrales (1999, p. 4) puts it exactly as follows.

> In sum, education reform in the 1990s has enjoyed a new impetus in policy circles, both domestically and internationally, and across different ideologies.

Tanzania could no longer see itself as the promised land of Musa[4] and Tanzania could no longer influence decisions the way it used to during the liberation struggle to free the colonized and end apartheid system in Southern Africa. The decade found Tanzania in a dilemma of policy paradox. The socialist ideology and the policies for education existing at that time to implement the former were now at loggerheads, as Swai (2000, p. 207) puts it mildly that implicitly, Tanzania could not safe guard, *inter alia*, gender freedom and the right to be educated to one's desired level. Understandably, Tibaijuka (1990, p. 7) declares that despite a decade of Structural Adjustment Programs (SAPs), in 1990, the World Bank projected that the Sub-Saharan Africa is the only region where poverty and misery would increase in the 21st century. With all these predicaments and obstacles, Tanzania had to come out with solutions as a means to tackle policy problems as

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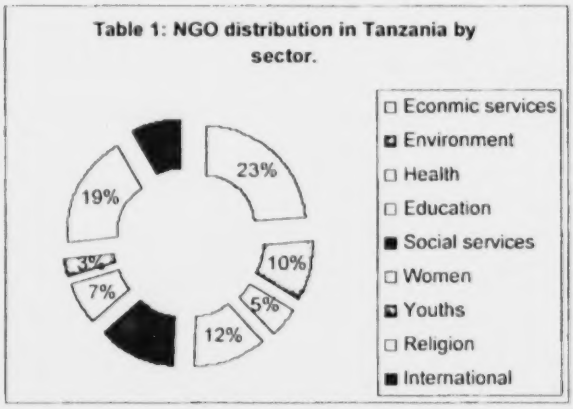
[3] Tanzania is forced to think of making a shift away from Education for Self Reliance as a hard choice of a bitter pill to swallow.

[4] In Tanzania, the peasantry and a few elite do refer to Mwalimu Julius Nyerere as the one named Musa in the Holy Scriptures who could not see the promised land. Indeed Mwalimu passed away without seeing the land he had promised to his egalitarian society of Tanzania. He could perhaps see it there in the 21st century but he ended his life on earth on October 14, 2000.

noted by Stone (1999, p. 259), though Corrales (1999, p. 4) continues to argue that political obstacles continue to paralyze and distort well-devised reform initiatives. Thus, in Tanzania, I have been able to identify the following as the policies that were in place in the decade under question that are relevant to the paper.

* **The *Policy on women's development, which had the following objectives.***

(1) defining the meaning of the concept of women in development;(2) identifying the problems arising from planning without gender focus and to giving guidelines in planning a gender focus.(3) identifying obstacles hindering the participation of women in development and directing ways of removing the same.



* ***The National Policy on Non Government Organizations (NGO)*** in Tanzania is in early stages of implementation. It is the desire of the Government to work with NGOs in order to promote social economic development

* Non Government Organizations (NGO) have developed strategies or have detailed plans of actions like CARE International Tanzania, Action Aid, World Vision, Plan International and Oxfam UK to just mention a few. As Table 1 indicates the distribution of a total of 813 NGOs by sector in Tanzania, then all these plans are meant to fit to the general goal of enhancing quality education but indeed there may be an element of coordination of these NGOs and the local community based organizations as well as working in liaison with the Government. There is definitely an issue of policy as noted above for policies on NGO formulation to get rid of ambiguity or make ambiguity as an advantage to development as advocated by Stone (2000).

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* ***The child development policy*** developed in 1996 was aimed at addressing the problems and needs of children according to the stages of their growth in order to lay the foundation of self-reliance, employment and education. Additionally, the policy is to ensure that there are laws, which can be used to deal with child abuse.

* ***The policy on culture*** which stipulates to strengthen the national cultural identity, to strengthen the national language, Kiswahili, and at the same time to consolidate English as an international medium of instruction as promulgated by the Kapuya[5] (1999) In the policy, it is mentioned that the languages of French, Portuguese, Russian will be taught in the schools. As Swai (1990, p. 91) has argued, in the developing countries, the language policies will always mention the use of foreign languages.

* The document; ***Education for Self Reliance*** as originally written by Mwalimu Julius Nyerere in 1967 has been holding water from its inception up to the beginning of the last decade in the last century. It was a strategic choice for the masses that touched the whole citizenry, as it was the practical reflection of the wider philosophy of Socialism and Self-Reliance. The policy was to build a society as Nyerere (1967) puts clearly as that

> We want to create a socialist society which is based on three principles: equality and respect for human dignity; sharing of the resources which are produced by our efforts; work by everyone and exploitation by none.

This document was not to be tampered with and I remember I wanted to critique the document in 1981 as I was warned by my professor in those days, this was a policy paper and I have since then lost my critique comments on the paper out of the frustration I am not allowed to critique a government policy paper! It thus clarifies the arguments put forth by Stone (1997, pp272 –281), in which the inducements were well articulated for the professor to ensure that the students follow

[5] Alhaji Juma Kapuya was the Minister of Education and Culture for the United Republic of Tanzania when the policy was being formulated.

and implement the policy mechanism in place. As a matter of fact, the professor could have borrowed the language of suasion as elaborated by Peters (1999, p. 11) to silence my critical value on the policy document, which had been adored like a small god. This is an indicator of the kind of strength and intensity the document had at that time. It was like gold that would never lose it's shining glitter. Every page of the document was succinctly clear with the notion of encouraging the growth of socialist values, and the development of a proud, independent, and free citizenry, which relies upon itself for its own development as postulated by Nyerere (1967, p. 7). Today, in the 21st century, the success story has worn second hand clothes from the first world (my own metaphor) using the metaphor as designed by Stone as a new document has come up that is like burying the policy of education for self reliance in a very manipulative manner by having the concept of self reliance in a background shadow that is fading gradually to non-existence. The new document as expounded in the next section is visualizing a different society of the haves and those whose economy will end up buying second hand clothes.

* The new policy in education is referred to as, "***The Education and Training Policy.***" It is a policy formulated in the last decade to make Tanzania move comfortably well into this 21st century. All the policies mentioned above will be reflected as we develop this analysis in the next section for the new policy is meant to be broad enough to cover the entire education spectrum. The analysis, however, may come up with a different interpretation.

c) A description of the policy under investigation

The new Government macro policy reverberates increased private sector, liberalization of the economy, provision of essential services to priority areas, investment in infrastructure and the introduction of cost sharing mechanisms and therefore necessitating for the Education and Training Policy. As the document of the United Republic of Tanzania states, the policy intends to:

- decentralize education and training by empowering regions, districts, communities and educational institutions to manage and administer education and training;
- improve the quality of education and training through strengthening in-service teacher training programmes; the supply of teaching and learning materials; rehabilitation f school/college physical facilities; teacher trainers' programmes; research in education and training and streamlining the curriculum, examination and certification.
- expand the provision of education and training through liberalization of the provision of education and training, and the promotion and strengthening of formal and non-formal, distance and out-of-school education prorammes;
- promote science and technology through intensification of vocational education and training ; rationalization of tertiary institutions, including the establishment of polytechnics; strengthening science and technical education, and development of formal and non-formal programmes for training of technologist [sic];
- promote access and equity through taking access to basic education available to all citizens as a basic right; encouraging equitable distribution of educational institutions and resources; expanding and improving girls' education; screening for talented, gifted and disabled children so that they are given appropriate education and training, and developing programmes to ensure access to education to disadvantaged groups;
- broaden the base for financing of education and training through cost sharing measures involving individuals, communities, NGOs, parents and end – users, through the inclusion in the Investment Promotion Act.

d) A statement of the significance of the policy analysis

In 1990, The National Task Force on Education was formed with the primary mandate to the existing education system and was necessitated to recommend a suitable education system for Tanzania for the 21st Century. As per Peters 1999, p. 45), there was an agenda setting where a problem in the society was identified. This also concurs with what has been propounded by both Stone (1999, p. 52) that every policy issue involves the distribution of something. Then what is this something? Tanzania never had a comprehensive education and training policy despite all her

rhetoric metaphors, there were just short and long development plans. The Government saw the importance of the policy as a guide for synchronization and the harmonization of all structures, plans and practices, thus ensuring access, equity and quality at all levels, as well as proper and efficient systems for managing, administering and financing education and training. The necessity for this policy analysis is clear as Hills (1997, p167-169) admits that many countries are engaged in vigorous policy debates and public policies are essential frameworks to the basic conditions of competitive markets.

e) A review and critique of related policy and literature

Peters (1999, p. 45) vehemently argues that before a government can make a policy choice, a problem in the society must have been accepted as part of the agenda for the policy-making system. The problem in Tanzania had been identified by many; just to mention a few. Materu and Omari (1997, p. 48) have found out that the quality of schooling, the instructional processes and the physical infrastructure in the sector had left a lot to be desired. Abayo and Kaijage (1997, p. 1) have the evidence hat there is lack of a formula for allocating resources to schools and programs in Tanzania. Speaking over the other sectors from the world point of view, Rhoads (1996, p. 3), contends that typical policy concerns of micro economists regard the governments systems of transportation, communication, minimum wages, and so on as inefficient.

Further, the review of literature surveyed that the education reform policies for the 21st century are also taking place elsewhere. Like in any other states, Massachusetts (1999,p1) has passed the Education Reform Act, whose big goal is to,

> ...provide a public education system of sufficient quality to extend to all children the opportunity to reach their full potential and to lead lives as participants in the political and social life of the Commonwealth and contributors to its economy

The act has five main areas related to the paper, which are:

1. There will be a performance rating mechanism for getting results for all students.
2. There are going to be core subjects to be taken at any one time by the students
3. Schools which under perform in the examinations will be subjected to public inquiry
4. There will be an evaluation for the district performance in the delivery of education services so as to install accountability[6] in the education system.
5. Schools that are exemplary in the examinations will be rewarded so as to provide motivation to schools, students and to the whole educational system.

With the above reforms, it means that Massachusetts has joined the rest of the world in the sweeping reforms of public education and Tanzania is no exception for the reforms. Groups are fighting to get more education, control the curriculum, and get the their children better teachers as has been noted by Klees (1996, p. 602). As it has also been noted by Goedegebuure et al. (1997, p. 618) on higher education, privatization is being embraced as an ideology to address the public failure on the delivery of education services. The relationship between higher education and the wider systems of authorities and structures have an impact on the change and quality in the educational system Goedegebuure et al. (1997, p.620).

In line with the above notion of changes being felt, what it means is that several governments have moved away from detailed centralized systems to planning at the institutional level as noted by Goedegebuure et al. (1997, p.628). Developing the notion further, Ravitch (1995, p. xv) during the last two decades in the American education system, for example, there has been a

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[6] This is in line with the argument of Klees (1996, 575) that this is the efficient concept and that the economists would not favour the social demand model in planning for the educational system.

lot of dissatisfaction of performance in the schools and thus demanding serious consideration or major structural changes.

In all the above review of literature, there is a model of state and local school governance developing in what Elmore et al. (1996, p. 65) has "Educational Accountability." It is this context that Tanzania though being on the periphery of the third world has also to make adjustments to cope up with the rest of the world and hence the development of the Education and Training Policy.

f) The analysis of the political context of the policy

The following information provides some basic demographic and education data. As can be calculated from the table, 41% of the population is in the education age, making a total of 19.1 million children. (adding row 7 + row 8). Complementing the data from Tibaijuka (1998. p12), the teacher pupil ratio has fallen from 1:45 in 1983 to 1:69 in 1992 showing a crisis in the load of the teacher.

Table 2:Demographic Profile

Population:	30.8 million
Population Annual Growth Rate	3.2%
Urban Population:	24%
GNP per capita:	US$ 90-120
Female Headed Households:	24.5%
Life Expectancy:	51 years
Children under 5 years of age:	5.2 million
Children under 15 years of age	13.3 million
Fertility rate:	5.8 children

UNICEF's State of the World's Children, 1999

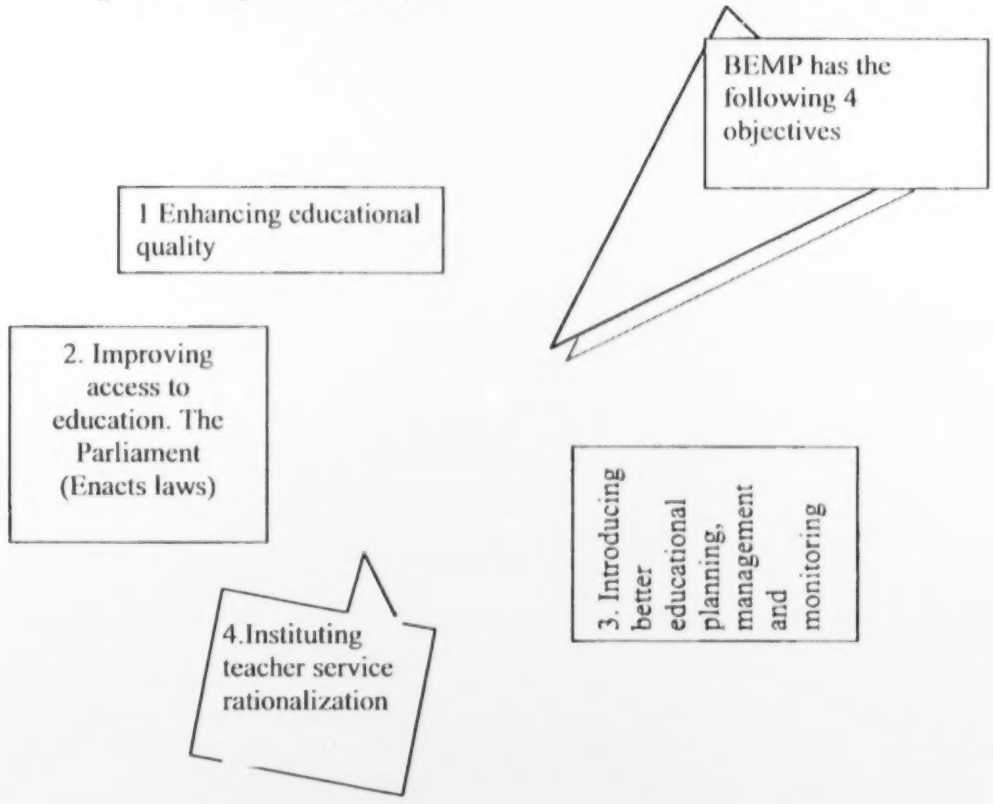
The political implication is that Tanzania has renewed it commitment in ensuring every child goes to school as WB (199, p1) has noted that basic education is a catalyst that increases the impact of other investments in health, nutrition and water. This is just a political good will, which had to be guided by the data that is available on the ground. Astonishingly, 50% of the population is living on less than $ 1 a day (WB, 1999, p. 4) and it is expected that this population will pay

school fees. If there is a choice, in the family to have food or pay school fees, the rational choice is the former. The problem is compounded by the fact that the policy intends to decentralize the educational system so that the parents can give moral and material support to the ailing system. At the same time, Tanzania spends 6 times more on debt repayments than on education, according to UNICEF, 1999 and this is quite a troubling fact.

The analysis of the educational context

In 1997, Tanzania developed a Basic Education Master Plan (BEMP) to guide the education policy for the period 1997 – 2002.

Diagram 1: Objectives of BEMP.


BEMP has the following 4 objectives
1 Enhancing educational quality
2. Improving access to education. The Parliament (Enacts laws)
3. Introducing better educational planning, management and monitoring
4.Instituting teacher service rationalization

Many of the BEMP reforms are meant to enhance local ownership and management of basic education.(WB, 1999 p. 82). The policy document is taking the issue of instituting teacher service rationalization and narrowing it down to the reaction of the teachers in their union, the Tanzania Teacher Union (TTU). The government plan is to decentralize the management of teachers to the districts towards enabling the local communities to hire and fire teachers. While the government had good intentions and had made use of the Haddad 's (1995, p. 20) comprehensive/synoptic mode of policy formulation, the teachers' voice was not taken into

account. The union thus did not favour the idea of decentralizing education services to the districts. The union gave three reasons to the government.

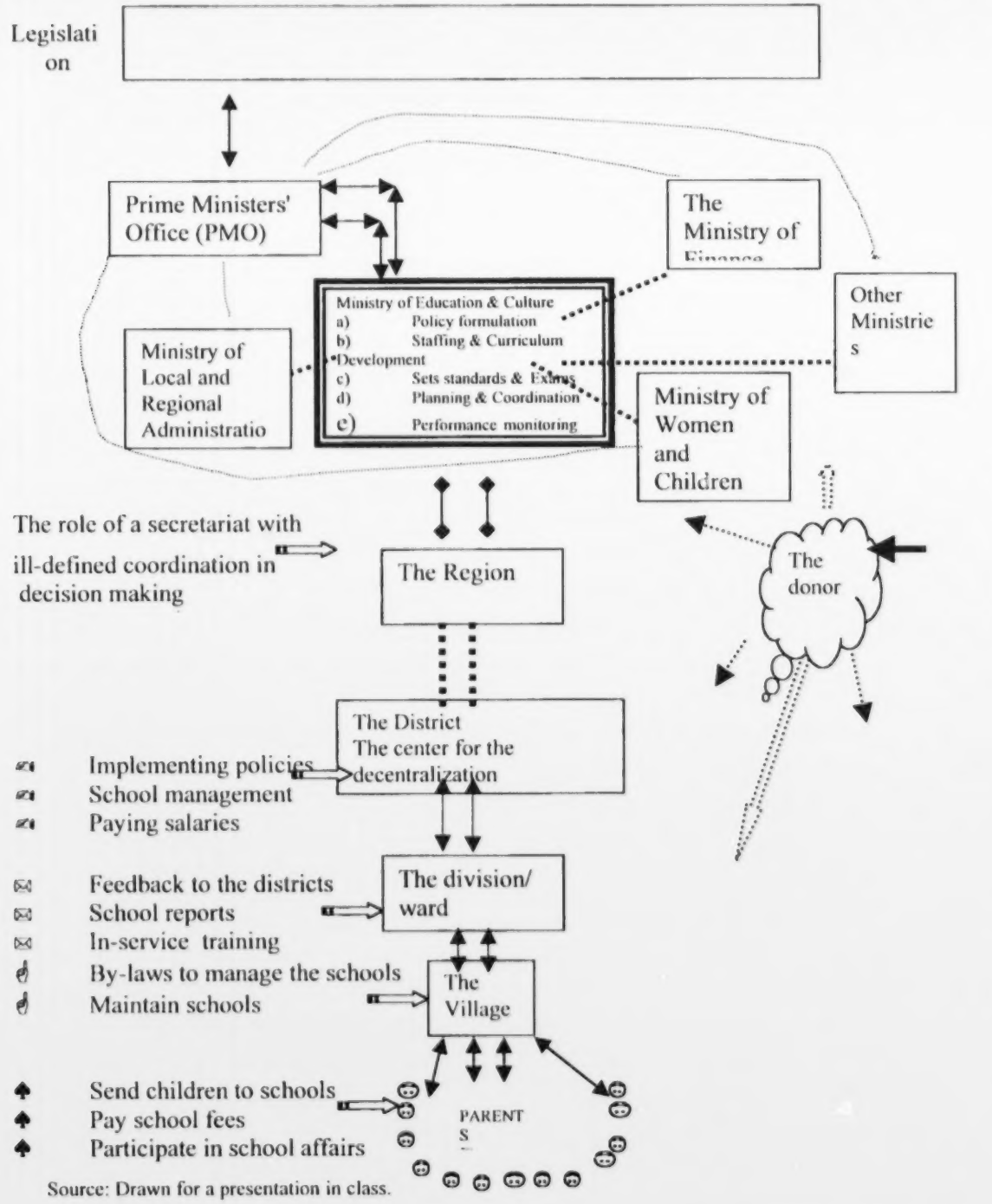
- The teachers were not mobilized to be involved in the process as it was affecting their lives in the whole profession. Some of the local personnel had started humiliating the teachers. In one critical incident, one of the village leaders went into the school to inspect the learned teacher in the classroom as an indicator of demonstrating village authority over the teachers.
- The teachers had to sign new forms of employment, which meant that the previous teaching history of the teachers would not count for the pension remunerations. In the first place, the salaries are low and yet the conditions set are more on the demoralization side for which teachers are not set to suffer more difficult and harsh conditions.
- Some of the poor districts could not pay the teachers for the already poor salaries. The salaries were delayed even though the money was coming from the central government. If the salaries are going to come from the unknown resources from districts, teachers felt that their future was getting bleak.

Given the situation whereby nobody knows the limitation of the decentralization process in Tanzania, the union threatened to go on strike and the government succumbed by postponing the exercise till when the system would be able to respond accordingly. As Klees (1996, p. 588) had developed the concept of decentralization as not being theoretical issues but about practical ones. It centers on which level of the decentralization and how much information is available for decision-making. As it has been noted by Bray (1999, p210) on a more bureaucratic plane, both centralization and decentralization may be advocated in order to improve efficiency. In Tanzania,

this is what has happened as can be observed in the Figure 2. The way an issue passes through the educational system is as shown where there are levels and roles for each to be played. There is also an external donor who can inject money at any level in the system with or without the government knowing. What is on the right side shows the roles and inside the boxes are the functions. The lines that are not broken down indicate the line of command and any dotted line indicates the polyandry relationships and semi transparent links, which might force some degree of lobbying and coaxing. In practical terms, symbols are used (Stone, 1998 p. 137), stories are made (Stone, 1998, p. 138), synecdoche is made use of (Stone, 1998, p. 145), ambiguity is taken as an advantage in getting an issue accepted (Stone, 1998, p. 156- 161) and numbers and metaphors (Stone, 1998, p. 164 - 186) are fully utilized in micro politicking to ensure that educational issue passes through the educational system.

Figure 2: Stages for a specific educational issue to get established in the system in Tanzania

The issue of primary school teachers being hired and fired at the decentralized district level passed through these stages, yet the teachers union did not accept the decision (TTU, 1999)



Source: Drawn for a presentation in class.

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g) My position with the respect to the policy under investigation. What I think is the appropriate policy?

Borrowing the words of Rhoades (1999, p. 220) and sharing the similar sentiments by Peters (1999, p. 42) there is not litmus test, which can indicate that this is a doable policy. In the formulation of the policy all or part of Haddad's techniques for comprehensive/synoptic mode of preparing policy documents as well as Stone's concepts of equity, efficiency, security and liberty were partly or fully utilized.

My position is that the education policy is a good document and as Haddad (1999, p. 18) has written, that policymaking is the first step in planning. It gives a guide of where planners can focus on. In addition, the policy has been prepared with the full support of the donor community and it is expected the donors will assist in implementation of the policy. Relying on donors could be a wrong precedent as a weakness of the current policy formulation.

The policy too has one great advantage; that is, it is addressing the imbalances in gender and ensuring that more girls are given opportunities for higher studies. This is well framed in the policy as promulgated by the United Republic of Tanzania (1995, p17). In the preparation of the document, the approach has been by making use of experts and utilizing donor money in the finalization of the policy. It was a great coincidence that the country and the donor community wanted the policy document and therefore each contributed in developing the document. At some point the author was involved in the initial stages. All the sectors of education were covered as much as it was feasible to do so.

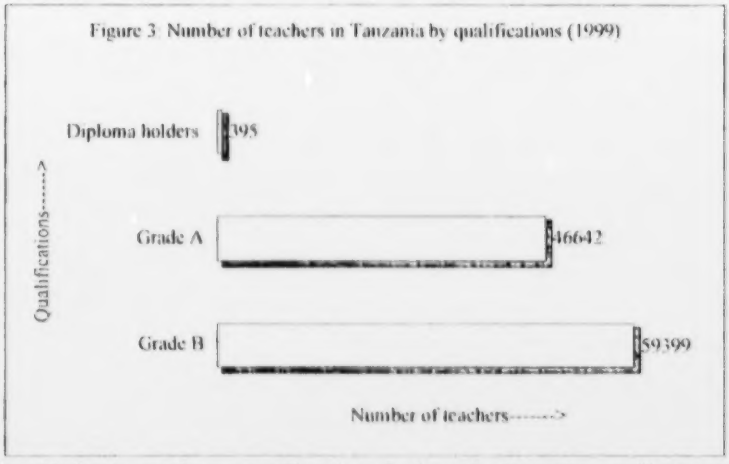
The area of decentralization, though as has been written, has so far caused problems in implementation. Tanzania Teachers Union (TTU) has been a thorn to the government in decentralizing the teachers to be hired and fired by the local authorities. TTU has been adamant and it seems to win the war over the government (See Figure 2).

In short the policy, it has its flaws, but it is better to have it than not to have it. It maps out the policy for the next decade and it will indicate areas for prioritization. The policy is trying to address public education the way the Massachusetts Legislature passed a law to cope with the public education reforms in the 1990s. In my thinking I do concur with Levy (1999, p. 12) that the role of the government should be sharply limited by accepting the concept of the economic man where the economic man is the behavioral model of economics. The economic man is both rational and has his own self-interest and Tanzania cannot isolate herself with what is happening to the rest of the world and the in power have also their own interest as a ruling class.

h) An examination of the implications of the position taken

The implication of the policy as regards to teacher service rationalization is that some of the experienced teachers will lose their jobs to give room for the more qualified teachers who are young and inexperienced. As you can note in Figure 3, the number of Grade B teachers who are to be replaced approximate 60% of the total teaching force. The World Bank (1999, p86) has found out that most of these teachers are in the rural areas and the implication is that if these teachers are dismissed, the whole nation will get a loss of teachers serving in the rural areas. It has also been noted that these are the teachers who are willing to work in the most rural areas as compared to the Grade A teachers who want to work in the urban setting.

Figure 3: Number of teachers in Tanzania by qualifications (1999)



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i) An examination of implementation issues.

There is the need to use the power of persuasion in this period when some people are developing an attitude of let us wait and see. Persuasion was a big force that Tanzania used to mobilize its people for development. At the time of policy formulation and implementation, the same power of persuasion could be used, as it was well articulated in the early 1970s, to record the highest literate rate in Africa. Stone (1999, p. 302) treats persuasion as the rational ideal that offers reason as the basis for Government, groups, organizations and even the societies can emulate the process of national deliberations by individuals.

As for the case for Arizona, there also forgotten values in the Education and Training Policy. As for Arizona the four values of choice, efficiency, quality, and equity are distributed unevenly in education policy based on the priorities of policy makers. In contrast to the prominence of choice and efficiency, Arizona policy makers were less concerned with incorporating the values of excellence and equity into the charter school policy. This is also true for Tanzania for Education and Training Policy as one quotes the following from the document.

> Access to education refers to the opportunities available to the target population to participate in that education, whereas equity refers to the fairness in the distribution and allocation of educational resources to various segments of the society....Analysis of government efforts to improve education from 1961 to-date, suggests that the focus of educational policies has been on the distribution and equalization of education opportunities through the expansion of the system at all levels.

j) Recommendations for further policy analysis and research.

The following are the recommendations for further analysis and research.

- There is a need to find out the linkages between teachers unions and the educational systems as Corrales (1999, p. 11) has noted that labor leaders have incentives to provoke conflict where as Ministers face incentives to avoid it.

- There is a need to find out as to whether the power of the multi lending institutions and the donor community can influence the government in any third world take a direction that does not conform to the wishes of the populace

CONCLUSION

As it has been noted in the introduction, the last decade of the last century has done perhaps more harm than good in the third world. The economy of Tanzania was not as it should be, there were a lot of factors, which were developed in the paper, and the weather was not also fair to the economy. Additionally, there were calamities of deaths on the roads, on the sea and on the largest lake, and of course not forgetting the toll of the HIV/AID victims. All these factors have necessitated having policies made as well as looking for better alternatives to rescue the country from total collapse. Stone (1999, p. 260) postulates that it is difficult to change people's thinking, the schools were free to them and that if they have to pay schools fees, it demands persuasion to convince them to pay. In particular when the both the parents and the school children go for a few days with minimum hard found necessities.

The issue of managing teachers at the local level has not been in favor with the Tanzania Teacher union and the teachers have not been persuaded by the new employers to work under them. A conflict has already shown its ugly head where the teachers do not want to be hired by the local authorities. This is a challenge to the Government as the success of the policy to have the teachers under the local elite is being given resistance. It is now becoming a policy of wait and see what will come out in addition to doing research in the areas recommended for further research.

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